Foundations Online Training Tool

Contents

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Access, Introduction, and Features of *Foundations* Online

Welcome to *Foundations Online*, an introduction to North Carolina's early learning standards for preschool children. *Foundations Online* is a free, web-based resource of the NC Department of Public Instruction, Office of Early Learning.

Access to the Online Tool

Let's get started!

(Ctrl + Click on the underlined hyperlinks to go directly to websites.)

STEP ONE:

In order to complete the Tool, *you will need access to a computer and the internet*. Find a computer and connect to the internet:

Public Library

Child Care Resource and Referral Agency

Smart Start Partnership for Children

If you have a computer and need to connect to the internet:

Free Internet Service Providers List

Free Wireless Internet Access Points

STEP TWO:

You also will need an email account. Set up email account (if you don't already have one):

Free Email Services

For-Fee Email Services

Advice on Using Email

STEP THREE:

You must have access to a printer to print your certificate of completion. The certificate may be printed in black and white or color.

STEP FOUR:

Obtain a copy of *Foundations*:

Option 1: Order online to receive a copy of *Foundations*. (Click HERE.)

Option 2: Order a copy by phone at 1-800-663-1250.

Option 3: Download and/or print a 40-page black-and-white PDF document with photos.

Option 4: Download and/or print a 40-page black-and-white PDF document without photos.

Option 5: Individual sections of the *Foundations* booklet are available throughout *Foundations Online*. To access sections of the booklet, click on this symbol where it appears in the Module Headings.

Introduction to *Foundations Online*

Since early 2005, group training on the early learning standards has been provided across North Carolina reaching well over 5,000 participants. Participants have included Early Educators (those working directly with or on the behalf of children), adult educators, public and non-public school administrators, providers of professional development and onsite technical assistance, and families.

Foundations Online is designed to provide the equivalent information of these introductory, level one *Foundations* trainings.

Participants in *Foundations* Level 1 training learn

- ► Why *Foundations* was created and who helped;
- ► How *Foundations* connects to child care regulations and program accreditation;
- ► How you can use developmentally appropriate and effective practices every day;
- ► How to support high-quality early childhood learning environments and activities;
- ► How to use *Foundations* in daily planning; and

► Where to find information, research and resources to extend your learning beyond *Foundations* and improve your teaching practices.

The purpose of *Foundations Online* is to increase the number of Early Educators, families and providers of professional development and technical assistance with information about North Carolina's early learning standards in an easy to use, electronic format.

Users may start and stop their participation in this online workshop at any time. It is recommended that the training be completed over a period of 1 to 2 weeks to provide the time needed to read and consider the content, try out strategies with young children, and reflect on your practice.

Users who read and complete all activities in all of the modules and send in the final activity are eligible to receive a certificate of completion. The certificate counts for 5 contact hours of DCD training credit or .5 continuing education unit (CEU). Please note that 10 training hours are required for one CEU.

Features of the Online Tool

Cursor - the flashing marker on a monitor screen that indicates where in the document you are working

Hyperlink – This feature allows the user to access more information about a specific word or term. To access information using a hyperlink simply place the cursor on top of the word or term, hold down the Control key (Ctrl) and then click on the left hand side of the mouse.

Icons – An icon is a picture or symbol. Some of the icons in Foundations Online are used as headlines or to point out a feature. Other icons require you to place your cursor on top of the icon or picture, and hold down the Control key (Ctrl) while left clicking on your mouse to link to a document or website.

activity ONE There are seven activities to complete: a scavenger hunt, an activity for each of the five domains, and a concluding activity.

?answers Answers for each activity are linked to this icon at the end of each activity.

CLICK FOR ADDITIONAL resources — Resources are intended to further your knowledge and inform appropriate and effective classroom practice.

video — Some of these link directly to streaming videos; others link to sites where you must click to download or stream a video.

RESEARCH says... — Brief findings from research. The citation of the original source for further reading can be found in the Bibliography.

CLICK FOR MORE strategies — These link to the strategies for early educators and families from *Foundations* for the subdomain where you find the icon.

MAKING THE connection — These link to documents that give examples of how Foundations aligns with other standards, curricula, etc.

TEACHING tools — This feature provides links to resources, research, web links and tools to support practice.

LEARNING points — These are the "take home" messages at the end of each domain module, or – if you will – points to ponder before you move on to the next module.

pdf CLICK TO DOWNLOAD — This icon will take you to a segment of Foundations to download what is necessary for the module in which it is located.

OUR stories CLICK HERE TO READ
OUR stories CLICK HERE TO LISTEN — Our Stories are "real life" examples intended to extend learning about such things as Guiding Principles, Developmentally Appropriate Practice, and the Widely Held Expectations. Some of the stories are available to listen to as well as to read.

NOTE: Some computers may show a warning box when you Ctrl + left click. Before clicking, you should be certain that you currently have anti-virus software installed on your computer. The Office of Early Learning cannot guarantee that linked websites do not contain viruses.

DISCLAIMER: Information presented on the Office of Early Learning web site is collected, maintained, and provided for the convenience of the reader. Pages on this site provide links to other sites that are not maintained by the Office of Early Learning. These links are intended as additional resources for our users. The Office of Early Learning is not responsible for the contents of any off-site pages or any other sites linked from this site. As a result, this agency cannot guarantee the accuracy, completeness, usefulness, or adequacy of any resources, information, products or processes contained in any web site linked directly or indirectly to our site.

activity ONE

Foundations Scavenger Hunt

You must either open or download the *Foundations* booklet to complete this activity.

To help you learn about how the *Foundations* book is organized, go on a scavenger hunt!

Exercise: Print this page and the next for marking your answers, or write your answers on a blank sheet of paper.

1. Find a Guiding Principle with which you agree (HINT: Begin your search in the Table of Contents) and copy it here.

2. What ages are included in the Widely Held Expectations? (HINT: The answer is near the answer to question 1.)

3. The five Domains of Development are: (HINT: Go back to the Table of Contents.)

    1.

    2.

    3.

    4.

    5.

4. Each domain contains strategies. Within each domain there are strategies provided for two groups of people. Who are they?

    Strategies for

    and Strategies for

5. The two subdomains of Emotional and Social Development are:

    1.

    2.

6. Find the chart called Using the "Widely Held Expectations."

Write down one way you ***should*** use the widely held expectations:

Write down one way you ***should not*** use the widely held expectations.

7. Within the domain Language Development and Communication, the 4 subdomains are:
    1.
    2.
    3.
    4.

8. Read the last paragraph in the section Active Learning. Does this sound like preschool classrooms you know?

9. Are all four areas of Cognitive Development represented in the story *Creativity: Inspiration Takes Wing*?

10. The three introductory words for the Widely Held Expectations are always:

Click to see the
❓answers

NOTE: We begin with the scavenger hunt to give you a chance to look at the book before you begin working with the online tool.

But also, it is to remind us that not only children, but we, learn best when we have the chance first to explore in an open-ended way, with some guidance. In the classroom it would probably be one-on-one guidance from the teacher or assistant. Then, as children play, they have the chance to strategize with each other, problem solve together, and learn together. That learning experience is best when there is follow-up with the teacher to talk about what they have explored, and learned, and discovered together.

Module 1: *Foundations* Overview

In 2002 the NC Department of Public Instruction convened a Task Force to describe expectations for children's growth and learning to guide teaching practices in programs serving preschool-age children.

The resulting publication, **Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success,** was adopted in 2004. The document, *Foundations,* is published by the NC Department of Instruction.

Click here to read more on the history of *Foundations.*

Open the *Foundations* booklet and read the introductory letter from the NC State Board of Education and State Superintendent of Schools.

The North Carolina early learning standards bring together the various child outcome frameworks used by different sectors such as Early Head Start and Head Start, Title I, More at Four Prekindergarten, Exceptional Children and Even Start, individual qualifications for NC Early Educator Certification and NC Birth through Kindergarten Teacher Licensure, early childhood program requirements including child care facility licensure, and best practices for designing and maintaining learning environments both inside and outside.   We refer to this reaching across to other programs and standards as "**horizontal alignment**."

Foundations reaches down to align with standards for caring for our youngest children, *NC Infant-Toddler Foundations,* and up to the NC Standard Course of Study for Kindergarten bridging the expectations for the preschool and school-age child.   We refer to this as "**vertical alignment**."   Click HERE to see a direct comparison of the elements of *Foundations* and the NC Standard Course of Study for Kindergarten.

CLICK FOR ADDITIONAL
resources

NCDPI Office of Early Learning

Even Start

Head Start and Early Head Start

More at Four Pre-Kindergarten

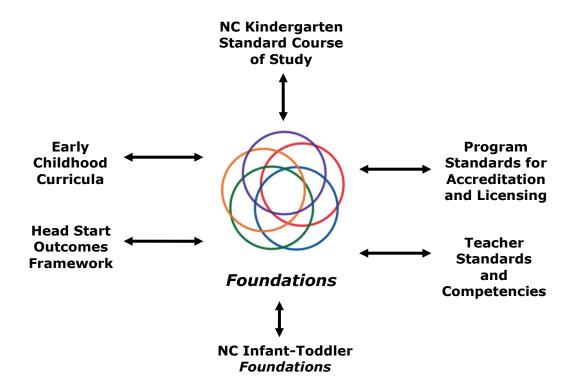Preschool Exceptional Children

Preschool Title I

NC B-K Teacher Licensure

NC Early Educator Certification

NC Child Care Facility Licensure

National Association for the Education of Young Children

NC Kindergarten Standard Course of Study

Early Childhood Curricula

Head Start Outcomes Framework

Foundations

Program Standards for Accreditation and Licensing

Teacher Standards and Competencies

NC Infant-Toddler *Foundations*

To obtain a copy of the *NC Infant-Toddler Foundations* call NC Division of Child Development at 800.859.0829 (in-state) or 919-662-4499.

To download, click HERE.

Guiding Principles

The guiding principles guided the process of **creating** North Carolina's early learning standards, and they are the guiding principles for the **implementation** of *Foundations*.

The work of writing NC's early learning standards was guided by what we know about children's growth and development from theory and research. Many sources were considered, including the work of James Hymes and theorists such as Piaget, Vygotsky, Erickson, Gardner, Bandura, and Gurian, who have provided the field of early education with an extraordinary understanding of how young children develop and learn.

Dr. T. Berry Brazelton's view of child development as a sequence of social and emotional "touchpoints" and the book ***From Neurons to Neighborhoods*** were particularly important in shaping our view of the importance of emotional-social development. Dr. Urie Bronfenbrenner's ecological theory was the basis for the emphasis on children's development being impacted by numerous systems, including the classroom, the family, the community, and early childhood policies.

After carefully studying child development theory and research in the course of developing the Widely Held Expectations and teaching strategies in this book, the committee developed guiding principles regarding how children learn and grow.

The guiding principles are:

> ► Each child is unique.
> ► Development occurs in predictable patterns.
> ► Preschool-age children are active learners.
> ► Many factors influence a child's development.
> ► Children with disabilities learn best in inclusive settings.
> ► Diversity in languages and cultures is a valuable asset.
> ► It takes everyone working together.

Let's look at each guiding principle in more detail.

Each child is unique.

Most of us would say that we believe that. But in your classroom, would a visitor SEE that you believe it? Do you PLAN for the fact that each child is unique? If every child has to come to the rug and sit "crisscross applesauce" before you begin reading, then you may be talking the talk but not walking the walk.

Development occurs in predictable patterns.

Educators have known for a long time that this is true. Development generally unfolds in predictable patterns, but the rate varies greatly from child to child, especially for children with disabilities. Development across domains for one child is also highly variable. Widely held expectations are deliberately broad in an effort to accommodate these differences.

Preschool age children are active learners.

Of course they are! But, like each child being unique, do you honor that and plan for that? Reproducible work sheets are not a method of active learning; that's not how four-year-old children learn best. Four-year-olds are not fourth graders. Not only are they active learners, but most of them are at a developmental stage where they are not adapt at abstract principles.

Many factors influence a child's development.

Growth and development are influenced by a variety of factors, such as the physical environment, relationships with caregivers, and the community and culture in which children live.

However, it is also important to note that what may seem like much smaller things to us may be a big thing to a child at the moment, on this particular day. Was there an argument at home before he or she came to school today? Was there a death in the family, or of a pet?

Home visits, greeting parents and children each morning, and other ways of authentically communicating with children and their families are important strategies if you really believe that many factors influence a child's development.

Children with disabilities learn best in inclusive settings.

Research has demonstrated the benefit of inclusive environments which include children with and without disabilities. But this guiding principle really needs to say, "Children with disabilities learn best in high-quality inclusive settings with adequate supports for the child, the family, and the teachers." What we also know from recent research is that typically developing children in inclusive classrooms show cognitive gains over children not in inclusive settings.

Diversity in languages and cultures is an asset.

North Carolina's changing population demographics are evident in early childhood programs. This diversity makes for richer experiences for all – children and adults alike.

OUR stories
CLICK HERE TO READ

It takes everyone working together.

The responsibility for young children and early learning must be shared. Families play a huge role in this process. Program administrators and community members contribute as well. We, as teachers, foster these roles and these contributions through our successful efforts to involve "everyone" in as many aspects of early childhood education and development as possible. Meaningful home visits and effective, ongoing, and almost constant communication are key components to success in working together.
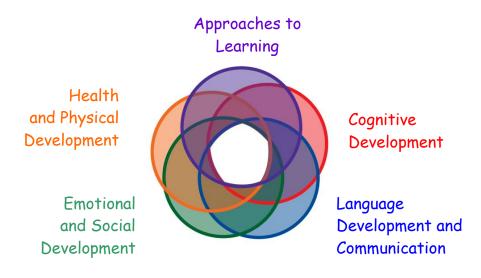
> We don't stop playing because we grow old; we grow old because we stop playing.
> **George Bernard Shaw**

Module 2: Learning Domains

A **learning domain** is an area of children's development and learning. The five domains included in *Foundations* are Approaches to Learning, Emotional and Social Development, Health and Physical Development, Language Development and Communication and Cognitive Development. The domains used in NC's early learning standards are the same as the domains identified in the work of the National Education Goals panel and used in North Carolina's definition for school readiness.

The domains are a way of "taking apart" learning and development in order to look at their components. They are broken out in the *Foundations* document to facilitate our learning about each of them. They are a way of organizing our thinking about important areas of child development. However, it is important to note that children do not learn within a single domain at a time, nor do Early Educators teach only within one domain at a time.

When you see children playing outdoors, it might seem apparent that they are learning in the domain of Health and Physical Development (the green circle in the diagram). However, they are playing together and there is a great deal of Emotional and Social Development and interaction taking place (the orange circle). We all bring our own Approaches to Learning with us all the time – risking taking, persistence, creativity, for example – so those are involved as well (the purple circle). And they might be playing hopscotch or building with large outdoor blocks, so there is Cognitive Development going on (the red circle). And oh, by the way, they are communicating with each other and teachers the whole time, so there is plenty of Language Development and Communication (the blue circle).

So you see, learning and development happen across the domains simultaneously. That white space in the center of the diagram is where learning HAPPENS. Yes, certain activities may be a little more apparent in a particular domain, but domains are interdependent; learning is integrated. Teachers must consider the whole child and take all domains into consideration when planning.

Reviewing the Booklet

Foundations outlines our best knowledge of how children develop, using broad descriptions that will vary for each child. The *Foundations* booklet includes introductory pages with a description of each domain, explaining its importance. Each domain is accompanied by a story or vignette which illustrates how the characteristics of that domain might be evidenced in the life of a child. The remainder of each domain section is organized around the subdomains.

Within each subdomain there are widely held expectations (WHEs) for children. WHEs represent the combined thinking of many early childhood educators, researchers, parents, and community members about what children might reasonably be expected to know and be able to do during the preschool years. The widely held expectations are based on what we know from theory and research about children's growth and development.

Click HERE for a

video

(time: 1.5 minutes)

Developmentally appropriate practice in action!

Widely Held Expectations **should be used to**…

- ✓ Promote development of whole child

- ✓ Provide core set of expectations, while recognizing individual differences

- ✓ Emphasize importance of play

- ✓ Support safe, caring learning environments

- ✓ Encourage and value family involvement

- ✓ Support appropriate teaching practices

- ✓ Promote shred responsibility for children's care and education

Click HERE to access the printable version of how to use and not use the Widely Held Expectations

Widely Held Expectations **should NOT be used to**…

- ✘ Stand in isolation from what we know about children

- Serve as an assessment checklist or evaluation

- Single out conflicting expectations & requirements

- Decide any child has "failed" in any way

- Emphasize child outcomes above program requirements

It is NOT an appropriate use of the early learning standards to plan activities around individual widely held expectations. A well planned environment, and developmentally appropriate opportunities and activities, allow children to uncover widely held expectations across domains. Planning for a specific widely held expectation would be limiting children's experiences rather than providing them with a rich context for learning.

Learning takes place across domains, and in reading the widely held expectations you will see that certain words keep repeating across the domains – words such as play, problem solving, interacting, develop, experiment, and participate.

Foundations also includes strategies for each subdomain. These strategies offer ideas for Early Educators and Families to support development in each area.

activity
TWO

Active Learning: A Day in the Life of a Preschool Class

When you use *Foundations* to inform and support your work or interactions with children you are viewing your work through the best information we know about how children develop.

View or listen to a clip demonstrating WHEs in action, or read about a day in the life of a preschool class.

- ► View a narrated slide show of Active Learning. Click HERE. This may take up to two minutes two load; you may need to adjust your speakers.
- ► Listen to the Active Learning audio clip (Windows or MP3).
- ► Download the Active Learning PDF.
- ► Open your booklet and read the section Active Learning.

Exercise: Print this page for marking your answers, or make a grid like the one below on a blank sheet of paper.

As you read, listen, or view A Day in the Life, make a tally mark each time there is something that children or teachers do that illustrates a particular domain.

Approaches to Learning	
Emotional and Social Development	
Health and Physical Development	
Language Development and Communication	
Cognitive Development	

Module 3: Approaches to Learning

Approaches to Learning includes children's attitudes toward, and interest in,

learning. These are observable in all domains and curriculum areas, including music, dramatic play and art.

Domain Key Points

1. Approaches to learning are manifested in all learning domains and curriculum areas.
2. These characteristics and dispositions are the foundation of all future learning.
3. It is the responsibility of each teacher to nurture the uniqueness of every child.

Subdomain: Pondering, Processing, and Applying Experiences

This subdomain includes forming ideas, reflecting on past events, posing theories about the future, and acting on knowledge of the real world.

In the preschool years, ***children begin to***...

- Draw on everyday experiences and apply that knowledge to other situations.
- Seek information for further understanding.
- Generate ideas and suggestions and make predictions.
- Describe or act out a memory of a situation or action.
- Form hypotheses about cause and effect.

We all ponder, process and apply experiences in different ways and at different rates.

As Early Educators we must provide children with many rich experiences; otherwise, children may not have experience to apply.

How do Early Educators make this happen?

Strategy: Set an example by thinking out loud.

How do families make this happen?

Strategy: Provide time for unscheduled activities that allow your child to explore the world on her/his own and generate ideas.

CLICK FOR MORE strategies

Subdomain: Curiosity, Information Seeking, and Eagerness

This subdomain includes expressing interest in the world, asking questions to find answers, and experimenting with materials.

In the preschool years, ***children begin to***...

- Use multiple strategies and all available senses to explore the environment.
- Choose to participate in an increasing variety of experiences.
- Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting.

We are curious by nature. Children become life-long learners when they are encouraged and supported in the pursuit of their curiosity. The classroom environment may be the primary place where curiosity and information seeking are fostered.

As Early Educators we must nurture and help develop children's interests in learning about the world around them.

How do Early Educators make this happen?

Strategy: Stock the classroom with materials that appeal to both genders and a full range of learning characteristics, cultures, and ability levels of children.

How do families make this happen?

Strategy: Spend time outside exploring nature.

CLICK FOR MORE strategies

Subdomain: Risk Taking, Problem Solving, and Flexibility

This subdomain includes independent thinking, recognizing problems and trying to solve them in a variety of ways, and a willingness to try new things and collaborate with others.

In the preschool years, *children begin to*...

- Demonstrate a willingness to choose a variety of both familiar and new experiences.
- Demonstrate the ability to tell the difference between appropriate and inappropriate (or dangerous) risk-taking.
- Attempt a variety of strategies to solve problems.
- Demonstrate resilience in the face of challenges.

Some children are more comfortable than others in taking risks... Problem solving is an essential skill for school and life success. Early educators can provide learning experiences and environments that foster both content knowledge and the ability to recognize and solve a problem in a variety of ways.

As Early Educators we must nurture children in moving beyond their comfort zone, exploring new territory and expanding their knowledge and skills.

RESEARCH says...

Children who demonstrate greater "competence motivation" (willingness to try) were more autonomous and more likely to be seen as independent learners.

Fantuzzo, et. al., 2004

How do Early Educators make this happen?

Strategy: Establish a predictable, yet flexible, routine.

How do families make this happen?

Strategy: Recognize "mistakes" as opportunities to learn.

CLICK FOR MORE strategies

Subdomain: Persistence, Attentiveness, and Responsibility

This subdomain refers to the ability to sustain attention, pursue difficult tasks, cope successfully with trying situations, and take responsibility for one's own learning.

In the preschool years, *children begin to*...

- Demonstrate the ability to remain engaged in an experience.
- Work toward completion of a task despite distractions or interruptions.
- Seek and accept help or information when needed.
- Develop a sense of purpose and the ability to follow through.

When children are able to stay on task they are more likely to be able to solve a problem, learn a new skill or complete an activity. Taking responsibility for one's own learning forms the basis for lifelong learning.

In order for children to be truly attentive and develop persistence they have to have TIME. But there are still classrooms where free choice time is far too short -- 20 or 30 minutes long. Just as the children are beginning to engage fully it is clean up time or a bell rings for children to change "choices."

How can a child develop persistence if clean up time happens just about the time he or she is REALLY getting into something? How can I be attentive if the teacher keeps interrupting us to change activities?

RESEARCH says...

Children who displayed higher levels of persistence exhibited more positive play behaviors.

Coolahan, et al, 2000

As Early Educators we must create an environment and schedule that gives children opportunities and time to develop these dispositions.

How do Early Educators make this happen?

Strategy: Be flexible in allowing children to use materials in a creative and integrated way.

CLICK FOR MORE strategies

How do families make this happen?

Strategy Involve children in planning family activities, such as vacations or trips to museums, festivals, parks, and the library.

Subdomain: Imagination, Creativity, and Invention

This subdomain includes originality, playfulness, and having multiple interests.

In the preschool years, *children begin to*...

- Take on pretend roles in play and make-believe with objects.
- Approach tasks and experiences with increasing flexibility, imagination, and inventiveness.
- Use or combine materials/strategies in novel ways while exploring and solving problems.
- Think more openly and creatively by comparing and contrasting solution strategies.

We all bring our own imagination, creativity and invention to every situation. These are influenced by many factors, including brain development and culture. You will see these words later, in the domain of cognitive development

Early Educators must encourage children developing these characteristics and dispositions (for example, to imagine, to create and to invent).

How do Early Educators make this happen?

Strategy: Provide experiences in which the goal is to try many different approaches rather than finding one "right" solution.

How do families make this happen?

Strategy: Show appreciation and enthusiasm for children's efforts. Ask them to talk about what they did and what happened.

CLICK FOR MORE strategies

Subdomain: Aesthetic Sensibility

This subdomain includes appreciation and enjoyment of culture and beauty in its many forms, including music, art, humor, dance, drama, nature, and photography.

In the preschool years, ***children begin to***...
- Appreciate and use humor.
- Demonstrate a sense of wonder and pleasure.
- Take delight in beauty.

Aesthetic sensibility is about our personal likes and dislikes. It is what our five senses tell us about what tastes, sounds, looks, feels and smells good to us as individuals.

One way of defining this would be to say that for each of us, what our senses tell us is "right," is our aesthetic sensibility. For example, if several of us sit down to the same meal, it might be too salty for me, not salty enough for someone else, and just right for our friend Goldilocks over there. Each of our aesthetic sensibilities tells us something different; none of us is "right" and none of us is "wrong."

As Early Educators we must value each child's individuality.

How do Early Educators make this happen?

Strategy: Set an example by demonstrating spontaneity, a sense of wonder, and excitement.

How do families make this happen?

CLICK FOR MORE strategies

Strategy: Tell your children stories about your own childhood.

MAKING THE connection

Below are examples of widely held expectations from **Approaches to Learning**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of "**vertical alignment**" with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of "**horizontal alignment**" with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

Foundations Widely Held Expectations (Persistence, Attentiveness and Responsibility):

"Children begin to demonstrate the ability to remain engaged in an experience."
"Children begin to work toward completion of a task despite distractions or interruptions."
"Children begin to develop a sense of purpose and the ability to follow through."

Vertical Alignment

Infant-Toddler Foundations Guidelines (Attention, Effort, and Persistence):

"Infants may begin to focus and pay attention to people and things around them."
"Young toddlers may begin to work longer to reach a goal."
"Older toddlers may begin to stay focused longer on a person or a more complex activity."
"Older toddlers may begin to keep working on an activity even after setbacks."
"Older toddlers may begin to keep working on activities with other things going on around them."

NC Kindergarten Standard Course of Study:

Social Studies 2.01: "Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments."
Guidance 1.03: "Practice attitudes and behaviors which lead to successful learning."
Guidance 1.06: "Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students."
Guidance, 2.03: "Choose to be self-directed and independent learners."

Horizontal Alignment

Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

"Create and adapt integrated, meaningful, challenging, and engaging and developmentally supportive learning experiences."
NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:

"Facilitates active and interactive play and understands that children are "on task" when engaged in play. For example, the teacher provides blocks of unstructured time for children to choose, explore, discover and develop concepts."

<u>Head Start Child Outcomes Framework (Approaches to Learning Domain – Engagement and Persistence):</u>

"Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences."
"Demonstrates increasing ability to set goals and develop and follow through on plans."
"Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions."

<u>National Association for the Education of Young Children (<i>Developmentally Appropriate Practice Position Statement</i></u>):

Principle #12: "Children's experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development."

<u><i>Early Childhood Environment Rating Scale,</i> revised edition:</u>

34. Schedule: "Variations made in schedule to meet individual needs (Ex. … child working on project allowed to continue past scheduled time; …)
9. Greeting/departing: "Children busily involved until departure (Ex. … allows to come to comfortable stopping point in play)."

<u><i>The Creative Curriculum® for Preschool,</i> fourth edition:</u>

Objective 5: "Demonstrates self-direction and independence."
Objective 8: "Follows classroom routines."
Objective 24: "Show persistence in approaching tasks."

<u><i>Educating Young Children</i> (High/Scope), second edition:</u>

Key Developmental Indicators, Approaches to Learning:
      * "Making and expressing choices, plans, and decisions"
      * "Solving problems encountered in play"

activity
THREE

Here are three widely held expectations from *Foundations*, all from the subdomain Persistence, Attentiveness, and Responsibility:
- Children begin to demonstrate the ability to remain engaged in an experience.
- Children begin to work toward completion of a task despite distractions or interruptions.
- Children begin to develop a sense of purpose and the ability to follow through.

Consider this scenario:
    A teacher finishes circle time and discusses free choice centers with his students. He then allows children to move to whatever learning center they choose. After 20 minutes, the teacher rings a bell, the children return to the circle, and they are instructed to choose a different center for the next 20 minutes.

There is much better practice than what this teacher is doing with the bell!

Once children move into a center, they become engaged in tasks that they choose, and in conversations with other children in the center. This may happen quickly, or it may take awhile. The bell is an interruption that may not allow children to complete the task and conversations in which they have become engaged. How can they develop persistence if there isn't time to persist?

Exercise:
1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Persistence, Attentiveness, and Responsibility.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

    Click HERE to see some of the strategies that we chose.

NOTE: "Making the Connection – Approaches to Learning" in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.

tools

for Approaches to Learning

A Toolbox of Training Resources for Foundations
http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

The Project Approach
http://www.projectapproach.org/index.php

Stimulating Your Child's Creativity
http://www.brainy-child.com/article/child-creativity.html

Curiosity, Pleasure and Play: a Neurodevelopmental Perspective
http://www.childtrauma.org/ctamaterials/Curiosity.asp

Creative Play Helps Children Grow
http://www.nncc.org/Curriculum/create.play.grow.html

Creativity and Play: Fostering Creativity
http://www.pbs.org/wholechild/parents/play.html

LEARNING points

 We all ponder, process and apply experiences in different ways and at different rates. The teacher's role is to provide children with many rich experiences; otherwise, children may not have experience to apply.

 We are curious by nature. Children become life-long learners when they are encouraged and supported in the pursuit of their curiosity. The classroom environment may be the primary place where curiosity and information seeking are fostered. The teacher's role is to nurture and help develop children's interests in learning about the world around them.

 Some children are more comfortable than others in taking risks. Problem solving is an essential skill for school and life success. Early educators can provide learning experiences and environments that foster both content knowledge and the ability to recognize and solve a problem in a variety of ways.

 When children are able to stay on task they are more likely to be able to solve a problem, learn a new skill or complete an activity. Taking responsibility for one's own learning forms the basis for lifelong learning.

 As Early Educators we must value each child's individuality.

pdf
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Emotional and Social Development involves children's feelings about

themselves and their relationships with others. These areas of development are influenced by maturation, temperament, cultural expectations, and experiences.

You may notice that this domain lists emotional development before social development. Why? First we must attend to a child's emotional development; then the child will be more ready to develop relationships with those around him or her.

The subdomains for this learning domain are also listed in the order in which children are able to grasp the meaning of a concept. First we develop a sense of our self and then we are able to better understand the needs of others. Of course, they happen together, but it starts with the self.

Domain Key Points

1. Emotional development includes self-esteem and self regulation.
2. Emotional and social development may happen at a different pace than the physical development of a child.
3. Emotional support and secure relationships foster the child's self-confidence and self-esteem

Subdomain: Developing a Sense of Self

This subdomain is influenced by maturation, temperament, cultural expectations, and experiences.

In the preschool years, *children begin to...*

- Show self-confidence as they develop abilities and potential.
- Demonstrate persistence with challenging activities, showing a can-do attitude.
- Demonstrate increasing self-direction and independence, especially with regard to self-help skills and separating from primary caregivers.
- Demonstrate increasing competence in regulating, recognizing, and expressing emotions verbally and nonverbally.
- Enjoy playing alone or near other children.
- Develop skills for coping with adversity and change.
- Express and manage anger appropriately.
- Develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities.
- Recognize that they are members of different groups (e.g., family, preschool class, ethnic group).
- Use pretend play to express thoughts and feelings.

How do Early Educators make this happen?

Strategy: Make the classroom environment safe, pleasant, and joyful. Promote the use of humor and singing.

CLICK FOR MORE
strategies

How do families make this happen?

Strategy: Understand what can realistically be expected of children in general and your child in particular.

Subdomain: Developing a Sense of Self with Others

This subdomain speaks to the critical conditions of emotional and social development including emotional support and secure relationships that foster a child's self confidence and self-esteem. A child who is securely attached to family and culture develops a healthy sense of identity.

In the preschool years, *children begin to...*

- Approach others easily with expectations of positive interactions.
- Seek out others when needing emotional support, physical assistance, social interaction, problem-solving, and approval.
- Develop awareness of personal behavior and its effect on others.
- Balance their own needs with those of others in the group
- Work to resolve conflicts positively.
- Play and interact cooperatively with other children (e.g., taking turns, exchanging ideas).
- Show interest in and respond to other points of view.

- Respond to others' feelings, including showing empathy.
- Develop the ability to distinguish between unintentional and intentional actions.
- Show ease and comfort in their interactions with familiar children and adults.
- Form and maintain positive relationships, including friendships with children and adults.
- Recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures.
- Follow social rules, transitions, and routines that have been explained to them.
- Recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe.

How do Early Educators make this happen?

Strategy: Ask for children's ideas in establishing classroom rules and limits.

How do families make this happen?

Strategy: Promote respect and appreciation for your own culture and for the cultures and abilities of others.

**CLICK FOR MORE
strategies**

MAKING THE

connection

Below are examples of widely held expectations from **Emotional and Social Development**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of "**vertical alignment**" with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of "**horizontal alignment**" with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

Foundations Widely Held Expectations (Developing a Sense of Self with Others):

"Children begin to work to resolve conflicts positively."
"Children begin to respond to others' feelings, including showing empathy."
"Children begin to recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe."

Vertical Alignment

Infant-Toddler Foundations Guidelines (Developing a Sense of Self with Others):

"Infants may begin to become upset when another infant is crying."
"Young toddlers may begin to look at familiar caregivers to see how they are reacting to a situation or person."
"Older toddlers may begin to learn to control their emotions and behaviors with guidance from their caregivers."
"Older toddlers may begin to develop an awareness of their behavior and how it affects others."

NC Kindergarten Standard Course of Study:

Social Studies 2.04: "Analyze classroom problems and suggest fair solutions."
Guidance 6.03: "Use conflict management skills with peers and adults."
Guidance 8.05: "Apply conflict resolution skills."

Horizontal Alignment

Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

"Provide opportunities for the development of self-confidence and social skills, and promote positive interpersonal interaction between children and adults as well as among children."
"Support children's ability to form and maintain relationships."

<u>NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:</u>

"Involves children in developing classroom rules."
"Assists children in choosing alternative resolutions to problems and conflicts."

<u>Head Start Child Outcomes Framework (Social and Emotional Development Domain – Cooperation and Social Relationships):</u>

"Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers."
"Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others."

<u>National Association for the Education of Young Children (*Developmentally Appropriate Practice Position Statement*):</u>

Guidelines for DAP 1.C.4.: "Teachers listen to and acknowledge children's feelings and frustrations, respond with respect in ways that children can understand, guide children to resolve conflicts, and model skills that help children to solve their own problems."

Early Childhood Environment Rating Scale, revised edition:

31. Discipline: "Staff actively involve children in solving their conflicts and problems (Ex. Help children talk out problems and think of solutions; sensitize children to feelings of others)."
33. Interactions among children: "Staff help children develop appropriate social behavior with peers (Ex. Help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others)."

<u>NC Division of Child Development Facility License:</u>

Child Care Handbook: "Make sure the environment of the center is set up to avoid conflict among the children."
Child Care Handbook: "Make sure there are sufficient materials and toys available to the children."

The Creative Curriculum® for Preschool, fourth edition:

Objective 11: "Recognizes the feelings of others and responds appropriately."
Objective 12: "Shares and respects the rights of others."
Objective 14: "Uses thinking skills to resolve conflicts."

Educating Young Children (High/Scope), second edition:

Key Developmental Indicators, Social and Emotional Development:
       * "Expressing feelings in words"
       * "Building relationships with children and adults"
       * "Dealing with social conflict"

activity
FOUR

Here are four widely held expectations from *Foundations*, all from the subdomain Developing a Sense of Self with Others:

- Children begin to work to resolve conflicts positively.
- Children begin to respond to others' feelings, including showing empathy.
- Children begin to develop the ability to distinguish between unintentional and intentional actions.
- Children begin to recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe.

Consider this scenario:
Two children are arguing loudly about the blocks. The teacher walks over and tells them to stop fighting, say they are sorry, and go to time out. The teacher then returns to what he was doing.

There are better ways to address what happened!

When children are having a conflict, we often hear adults say, "Say you're sorry." At first listen, there doesn't seem to be anything wrong with that. But does "say you're sorry" really get at helping children learn to resolve conflicts and show empathy? Does time out help develop a caring community? The answer to both questions is "No."

Exercise:
1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Developing a Sense of Self with Others.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

Click HERE to see some of the strategies that we chose.

NOTE: "Making the Connection – Emotional and Social Development" in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.

tools

for Emotional and Social Development

A Toolbox of Training Resources for Foundations
http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

Center on the Social and Emotional Foundations for Early Learning
http://www.vanderbilt.edu/csefel/

What to Look for in a High-Quality, Inclusive, Preschool Prosocial Learning Environment
http://www.osr.nc.gov/_pdf/08_prosocial_sm.pdf

points

- Emotional development begins at birth.

- Respect individual temperaments and each person's uniqueness.

- Be aware of personal circumstances in a child's life.

- Focus on the emotional development of every child.

- Create opportunities for children to interact with others.

- Alert children to the emotional needs of others.

- Be aware of social interactions among children and create opportunities to support friendships.

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Health and Physical Development focuses on various aspects of

physical development. It includes Self Care, Safety Awareness, Motor Skills, and Physical Health and Growth. There is emphasis on both large and fine motor development, as well as eye-hand coordination. The subdomain Physical Health and Growth, although sounding almost like the domain name itself, includes nutrition, children's awareness of personal health and fitness, and vision and hearing.

Domain Key Points

1. Children begin to practice new motor skills such as balance, coordination, strength and the ability to grasp writing tools.
2. Children must have received the required examinations and immunizations.
3. Children need safe and accessible environments that respect cultural and individual differences.

Subdomain: Self Care

Self-care refers to the development and use of eating, dressing, and hygiene skills, and other indications such as taking responsibility for possessions.

Children have a sense of pride when they are able to perform basic self care functions.

In the preschool years, ***children begin to...***

- Develop an awareness of hygiene.
- Follow basic hygiene practices (e.g., brushing teeth, washing hands).
- Increase independence with basic self-help skills (e.g., feeding oneself, toileting, dressing oneself).

- Develop the ability to care for personal belongings.
- Help with routine care of the environment (e.g., put toys away).

A great deal of time is spent in preschool helping children develop healthy routines. It is important to maintain environments that support self care and hygiene. The best way to teach hygienic practices is to model them.

How do Early Educators make this happen?

Strategy: Provide instruction and facilitate ample opportunities for children to practice self care skills as independently as they are able.

How do families make this happen?

CLICK FOR MORE
strategies

Strategy: Demonstrate and talk with your child about hygienic practices such as hand-washing, bathing, and proper dental care.

Subdomain: Safety Awareness

Safety awareness refers to development of the ability to identify potential risks and use safe practices to protect oneself and others.

In the preschool years, *children begin to...*
- Demonstrate an understanding of the importance of personal safety.
- Develop awareness of and the ability to follow basic health and safety rules (e.g., fire and traffic safety).
- Trust and cooperate in a comfortable, safe environment.
- Recognize and avoid potentially harmful persons, objects, substances, activities, and environments.

Again, it is important to model safe practices. Share the process of developing rules with children, and help them understand the rationale behind rules.

RESEARCH
says...

Remarkable advances in the development of fine motor skills occur during the preschool years (TRAWICK-SMITH). Outdoor play is essential for both physical growth and motor development. (CHARLESWORTH) This is the period of time during which young children experiment and explore their movement potential in a variety of movement tasks (SPODEK & SARACHO).

How do Early Educators make this happen?

Strategy: Teach and model appropriate responses to potentially dangerous situations.

How do families make this happen?

CLICK FOR MORE
strategies

Strategy: Monitor what your child sees on television and at the movie theater and eliminate access to violent and inappropriate shows, video games, and films.

Subdomain: Motor Skills

Fine motor refers to movement of the small muscles of the hand and arm that control the ability to scribble, write, draw, tie shoes, use a keyboard, and many other activities requiring finger, hand, and hand-eye coordination. Gross motor refers to movement of the large muscles in the upper and lower body that control the ability to walk, run, dance, jump, and other skills relating to body strength and stamina.

In the preschool years, ***children begin to...***

- Develop small muscle control and coordination.
- Experiment with handheld tools that develop strength, control, and dexterity of small muscles (e.g., spoons, paintbrushes, crayons, markers, safety scissors, and a variety of technological tools, with adaptations as needed).
- Explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, stringing beads, and using other manipulatives.
- Develop body strength, balance, flexibility, and stamina.
- Develop large muscle control and coordinate movements in their upper and/or lower body.
- Explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology).
- Increase the ability to move their bodies in space (running, jumping, skipping).

Children should see teachers using drawing and writing tools in daily activities – constantly. Teachers should supervise and ***participate in*** indoor and outdoor active play with children.

How do Early Educators make this happen?

Strategy: Plan activities that use a variety of materials to support fine motor skill development, with adaptations as needed.

Strategy: Plan daily physical activities that are vigorous as well as developmentally and individually appropriate.

CLICK FOR MORE
strategies

How do families make this happen?

Strategy: Supervise and take part in frequent periods of outdoor play and forms of exercise that enhance physical fitness.

Subdomain: Physical Health & Growth

Physical health and growth focuses on dietary habits and nutrition awareness, the development of healthy exercise habits, and attention to other wellness issues.

Physical activity has immediate benefits for children in relation to physical, cognitive and social development. (CHARLESWORTH)

In the preschool years, *children begin to...*

- Participate in a variety of physical activities for longer periods of time (e.g., exercise, games, and active play).
- Transition from high-energy to low-energy activities (e.g., calming or other relaxing activities).
- Recognize and eat nutritious foods.
- Develop an awareness of personal health and fitness.
- Participate in games, outdoor play, and other forms of exercise to enhance physical fitness.
- Engage in adaptive physical activities as appropriate.
- Make better use of their vision and hearing, and benefit from corrections and aids as needed.

Can we say "model" one more time? It is questionable practice if, while providing the best, most nutritional meals for children, the teacher models nutritional habits that are not up to the standards of what the children are eating.

How do Early Educators make this happen?

Strategy: Model and discuss healthy eating habits and provide nutritious snacks and meals.

How do families make this happen?

Strategy: Establish routines for bedtime and quiet time.

CLICK FOR MORE
strategies

MAKING THE
connection

Below are examples of widely held expectations from **Health and Physical Development**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of "**vertical alignment**" with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of "**horizontal alignment**" with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

Foundations Widely Held Expectations (Motor Skills):

"Children begin to develop body strength, balance, flexibility, and stamina."
"Children begin to explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology).
"Children begin to increase the ability to move their bodies in space (running, jumping, skipping).

Vertical Alignment

Infant-Toddler Foundations Guidelines (Physical Activity):

"Infants may begin to show they enjoy physically active play by repeating actions (kick, wave arms, roll over)."
"Young toddlers may begin to develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time."
"Older toddlers may begin to engage in lively movements by choice for long periods of time indoors and outdoors."

NC Kindergarten Standard Course of Study:

Healthful Living 6.01: "Demonstrate non-locomotor movements using different parts of the body."
Healthful Living 6.02: "Demonstrate a variety of beginner locomotor and combination skills in a movement pattern."

Horizontal Alignment

Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

"Design indoor and outdoor spaces with many types and levels of challenges and stimulation and schedule opportunities for physical development each day."

"Create an environment and schedule that provides materials and daily opportunities for a variety of gross and fine motor activities."

<u>NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:</u>

"Provides regular and appropriate gross motor experiences, both indoor and outdoor work/play time."

<u>Head Start Child Outcomes Framework (Physical Health and Development Domain – Gross Motor Skills):</u>

"Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping."
"Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing."

<u>National Association for the Education of Young Children (*Early Childhood Program Standards*):</u>

Standard 2.C.04: "Children have varied opportunities and are provided equipment to engage in large motor experiences that
stimulate a variety of skills, enhance sensory-motor integration.
develop controlled movement (balance, strength, coordination).
enable children with varying abilities to have large-motor experiences similar to those of their peers."

Early Childhood Environment Rating Scale, <u>revised edition:</u>

8. Gross motor equipment: "Gross motor equipment stimulates skills on different levels (Ex. tricycles with and without pedals; different sizes of balls; both ramp and ladder access to climbing structure)."
29. Supervision of gross motor activities: "Staff assist children to develop skills needed to use equipment (Ex. Help children learn to pump on swing; help child with disabilities use adaptive pedals on tricycle)."

<u>NC Division of Child Development Facility License:</u>

Child Care Handbook: "The purpose of these requirements is to guarantee that all children in child care are given the opportunity to play outdoors on a daily basis and the area where they play is safe."
Child Care Handbook: "Children should be exposed to many different experiences during their outdoor play time. Field trips and nature walks can greatly enhance the children's learning. Remember to include these types of activities in your outdoor playtime."

The Creative Curriculum® for Preschool, <u>fourth edition (Gross Motor):</u>

Objective 14: "Demonstrates basic locomotor skills (running, jumping, hopping, galloping)."
Objective 15: "Shows balance while moving."
Objective 16: "Climbs up and down."

activity
FIVE

Here are four widely held expectations from Foundations, all from the subdomain Motor Skills:

- Children begin to develop body strength, balance, flexibility, and stamina.
- Children begin to develop large muscle control and coordinate movements in their upper and/or lower body.
- Children begin to explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology).
- Children begin to increase the ability to move their bodies in space (running, jumping, skipping).

Consider this scenario:

A principal returns from a playground safety training and tells the pre-kindergarten teachers, "All these regulations are too difficult. We're going to remove all of the playground equipment and just have a big, empty fenced-in area where the children can run around as much as they want."

That is, to say the least, a radical approach that does not take into consideration the needs of children and their development.

Children's physical development involves all large muscles and small muscles, and cannot be addressed adequately by allowing them to run without alternative movement possibilities. The outdoor learning environment tends to address large motor development, although it certainly includes many opportunities for small motor development as well.

Exercise:

1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Motor Skills.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

Click HERE to see some of the strategies that we chose.

NOTE: "Making the Connection – Health and Physical Development" in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.

tools TEACHING

for Health and Physical Development

A Toolbox of Training Resources for Foundations
   http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

NC Outdoor Learning Environment Alliance
   http://www.osr.nc.gov/OLE/OLEhome.asp

NC Be Active Kids
   http://www.beactivekids.org/

NC Child Care Health and Safety Resource Center
   http://www.healthychildcarenc.org/

NC Public Health Nutrition Services
   http://www.nutritionnc.com/

Resources for Educational Facilities on Outdoor Learning Environments
   http://www.edfacilities.org/rl/outdoor.cfm

Children and Nature Network Research Summary
   http://www.osr.nc.gov/_pdf/WhattheResearchShowsOLE.pdf

Tour a Nature Explore Classroom
   http://www.arborday.org/shopping/sourcebook/tour-redirect.cfm

points LEARNING

   ଔ Maintain environments that support self care and hygiene.

   ଔ Teach and model hygienic practices.

   ଔ Encourage children to show independence in self care practices

   ଔ Share the rules and regulations for the use of equipment and materials.

   ଔ Share the rationale for the rules and regulations.

   ଔ Provide daily opportunities for children to use handheld tools and objects.

   ଔ Supervise and participate in daily outdoor play for long periods of time.

   ଔ Model the use of drawing and writing tools in daily activities.

ℛ Choose safe equipment and teach children to use the equipment safely.

ℛ Increase opportunities, supervise and actively participate in children's outdoor play.

ℛ Encourage and support children's needs for rest and relaxation.

Module 6: Language Development and Communication

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Language Development and Communication looks at children's

abilities to use language as a tool to communicate personal wants and needs, interact socially, and explain thoughts and feelings – a perfect example of how domains interact. Attention is given to both verbal and nonverbal language (signs, gestures, picture symbols), as well as the needs of children for whom English is a second language.

Children of preschool age are beginning to develop many language competencies using language as a tool to communicate their needs, interact with others, and describe events, thoughts and feelings.

Domain Key Points

1. Especially in the early years literacy is a profoundly social process. (NEUMAN & ROSKOS)
2. The basic need to communicate coupled with a rich and stimulating language environment seem to be the main factors that propel children's early language learning. (STRICKLAND)
3. As families and other caregivers talk, sing, laugh, read, and interact with children, they are providing a strong beginning for them to become successful readers and writers.
4. The competencies in this domain can be developed in any language and, for most children, will be developed in their primary language.

The order of the first two subdomains, receptive and expressive language, serve as a reminder to us of which of those happens first.

You know receptive language happens first if you have children and you've had to say to your spouse or significant other: "Don't say that. Our baby isn't talking yet, but will be one day soon, and those words are going to come right out." And when does it come out? At church or at school, as luck usually has it. How many times has it happened to you that a child has

said something inappropriate at school, and when you talk to the parents, at least one of them says, "Well, they didn't hear that language at home!" Well, they just might have.

You also know that receptive language comes first if you have worked with second language learners. There is a detailed breakdown of the stages of second language acquisition, but basically it's "first they take it in, then it comes out".

The message for us as teachers, particularly when we think about at-risk children, is to provide a rich, rich atmosphere of conversation – not just from us, but between children. You have probably observed that second language learners appear to learn much more language from the other children than from you, so they need PLENTY of time to talk. Language development doesn't take place at silent lunch!

Subdomain: Receptive Language

Receptive language traditionally refers to a listening vocabulary, knowledge of spoken words, and understanding connected speech. Here it also refers to understanding non-verbal language such as signs, gestures, and picture symbols, and includes expectations that reflect the needs of children using non-verbal communication.

In the preschool years, ***children begin to...***

- Understand increasingly complex sentences, including past, present, and future tenses.
- Understand and use a growing vocabulary.
- Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.
- Consistently respond to requests for information or action (e.g., respond to questions and follow one- and two-step directions).
- Comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information, and beliefs).
- Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discrimination).
- Understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices.

How do Early Educators make this happen?

Strategy: Engage children in one-on-one conversations; listen and respond to what they are saying.

How do families make this happen?

CLICK FOR MORE
strategies

Strategy: Be a good listener. Notice and respond to what children say and do. Ask questions and pause to give them time to think and respond.

Subdomain: Expressive Language

Expressive language includes speaking and other means of communication such as sign language and use of communication devices.

In the preschool years, ***children begin to...***

- Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences).
- Use language as a part of pretend play to create and enact roles.
- Use language to establish and maintain relationships.
- Initiate and engage in conversations.
- Describe experiences and create and/or retell simple stories.
- Ask questions and make comments related to the topic of discussion.
- Communicate messages with expression, tone, and inflection appropriate to the situation.
- Use increasingly complex and varied language structures, sentences, and vocabulary.

How do Early Educators make this happen?

Strategy: Create an environment of trust and support in which children feel free to express themselves.

How do families make this happen?

CLICK FOR MORE
strategies

Strategy: Encourage children to speak the language used in the home. This will not interfere with learning English.

The other two subdomains – Foundations for Reading and Foundations for Writing – are not sequential. There is good evidence that they take place together. And in fact, might it be that writing has MEANING for children before reading does? When a child signs in on entering the classroom in the morning, he or she knows that that MEANS "I am here" and that the teacher will look at that and know that I am there. Doesn't that have meaning for a child before the black lines that are letters under the picture in a book have meaning?

Subdomain: Foundations for Reading

Foundations for reading involves developing knowledge and skills in oral language, vocabulary used in understanding the world, concepts of print, the alphabetic principle, and phonology.

Foundations for Reading has by far the most widely held expectations of any subdomain in the document, and it is the only subdomain that is further divided into "sub-subdomains." These further divisions include: motivation for reading, vocabulary and comprehension, book and print awareness, alphabet knowledge, alphabetic principle, and phonological awareness.

Motivation for Reading

In the preschool years, ***children begin to...***

- Show an interest in books, other print, and reading-related activities, including using and sharing books and print in their play.
- Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.
- Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).
- Independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).
- Show preferences for favorite books
- Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.

Vocabulary and Comprehension

In the preschool years, ***children begin to...***

- Develop knowledge about their world (what things are and how they work) and use the knowledge to make sense of stories and information books.
- Discuss books by responding to questions about what is happening in stories and predicting what will happen next.
- Relate personal experiences to events described in familiar books.
- Ask questions about a story or information in a book.
- Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play.

Book and Print Awareness

In the preschool years, ***children begin to...***

- Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs).
- Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).
- Pretend to read familiar books in ways that mimic adult reading.
- Hold a book upright while turning pages one by one from front to back.

- Occasionally run their finger under or over print as they pretend to read a familiar book.
- Understand some basic print conventions (e.g., concept of letter, concept of word).
- Learn to identify their name and the names of friends.

Alphabet Knowledge

In the preschool years, *children begin to...*

- Know that letters of the alphabet are a special category and are different from pictures and shapes.
- Recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them.

Alphabetic Principle

In the preschool years, *children begin to...*

- Understand that letters function to represent sounds in spoken words.
- Make some sound-to-letter matches, using letter name knowledge (e.g., writes "M" and says "This is Mommy").

Phonological Awareness

In the preschool years, *children begin to...*

- Enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.
- Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.
- Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.
- Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound).

How do Early Educators make this happen?
Strategies:
- Provide and share fiction and non-fiction books that stimulate children's curiosity.
- Draw children's attention to print in the environment and discuss what it is communicating (e.g., instructions, labels, menus).
- Play word and rhyme games. Sing songs. Repeat chants.

How do families make this happen?
Strategies:
- Read with your child every day.
- Read alphabet books. Put magnetic letters on the refrigerator. Point out letters in familiar names and signs.

CLICK FOR MORE
strategies

- Read and reread books that have rhymes and refrains. Encourage your child to join in.

Subdomain: Foundations for Writing

Foundations for writing involves a progression of developing skills, including understanding that symbols have meaning, writing scribbles that have meaning, and attempting to make letters.

In the preschool years, ***children begin to...***

- Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers).
- Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs, messages, stories).
- Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.
- Learn how to tell their thoughts for an adult to write.
- Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name.
- Use known letters and approximations of letters to write their own name.
- Attempt to connect the sounds in a word with its letterforms.

How do Early Educators make this happen?
Strategy: Think aloud as you model writing for a variety of purposes in classroom routines (e.g., thank you notes, menus, recipes).

How do families make this happen?

Strategy: Respond enthusiastically to the drawings, scribbles, letter-like shapes, and other writing your child produces.

CLICK FOR MORE
strategies

CONNECTION

Below are examples of widely held expectations from **Language Development and Communication**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of "**vertical alignment**" with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of "**horizontal alignment**" with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

Foundations Widely Held Expectations (Expressive Language):

"Children begin to use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences.)."
"Children begin to initiate and engage in conversations."
"Children begin to use increasingly complex and varied language structures, sentences, and vocabulary."

Vertical Alignment

Infant-Toddler Foundations Guidelines (Expressive Language [Talking/Communicating]):

"Infants may begin to use gestures, sounds, signs and assistive technology to express wants and needs."
"Young toddlers may begin to try to have a conversation."
"Older toddlers may begin to acquire and use many new words each day and have a word for almost everything."

NC Kindergarten Standard Course of Study:

English Language Arts 4.01: "Use new vocabulary in own speech and writing."
English Language Arts 4.04: "Maintain conversation and discussions."
Guidance 7.13: "Conclude that communication involves speaking, listening, and nonverbal behavior."

Horizontal Alignment

Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

"Facilitate children's development of receptive and expressive oral language."

NC PreKindergarten and Kindergarten Teacher Performance Appraisal Instrument:

"Regularly encourages all children to engage, listen, interact, and respond to adults and other children."

"Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes."
"Uses an increasingly complex and varied spoken vocabulary."

Standard 2.D.03: "Children have varied opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events."
Standard 2.D.04: "Children have varied opportunities to develop vocabulary through conversations, experiences, field trips, and books."

18. Informal use of language: "Staff encourage communication among children, including those with disabilities (Ex. remind children to listen to one another; teach all children to sign if classmate uses sign language)."
10. Meals/snacks: "Meals and snacks are times for conversations (Ex. staff encourage children to talk about events of day and talk about things children are interested in; children talk with one another)."

Objective 39: "Expresses self using words and expanded sentences."
Objective 41: "Answers questions."
Objective 42: "Asks questions."
Objective 43: "Actively participates in conversations."

Key Developmental Indicators: Language, Literacy, and Communication:
      * "Talking with others about personally meaningful experiences"
      * "Having fun with language: listening to stories and poems, making up stories and rhymes"
Child Observation Record: "Child contributes to an ongoing conversation."
Child Observation Record: "Child uses vocabulary related to a particular subject."

activity
SIX

Here are three widely held expectations from *Foundations*, all from the subdomain Expressive Language:

- Children begin to use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences).
- Children begin to initiate and engage in conversations.
- Children begin to use increasingly complex and varied language structures, sentences, and vocabulary.

Consider this scenario:

The teacher uses "silent lunch" as a means of punishment when the class has been "talking too much" or "talking too loud."

How do we encourage oral language development if we discourage talking? What is "talking too much" after all?

Sometimes our expectations for children do not reflect developmentally appropriate practice. This teacher first should re-examine his/her expectations for children, and then compare them to NC's widely held expectations. Then, the teacher should use strategies that truly foster expressive language.

Exercise:

1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Expressive Language.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

Click HERE to see some of the strategies that we chose.

NOTE: "Making the Connection – Language Development and Communication" in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.

tools TEACHING

for Language Development and Communication

A Toolbox of Training Resources for Foundations
 http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

What to Listen for in a High-Quality, Inclusive, Rich Oral Language Preschool Learning Environment
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A Child Becomes a Reader
 http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_B-K.pdf

Early Language and Literacy
 http://www.zerotothree.org/site/PageServer?pagename=key_language

IRA/NAEYC Position Statement: Learning to Read and Write
 http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF

Early Literacy: Policy and Practice in the Preschool Years
 http://nieer.org/resources/policybriefs/10.pdf

points LEARNING

- Children in preschool are developing many language competencies, oral and written.
- Children learn language from each other as well as from adults. They need a language-rich environment and ample opportunities to talk with each other and with adults.
- Children learn language as they learn other things – through play. Play with sounds, play with rhyme, play with rhythm, play with letters, play with words.
- Foundations for reading and writing begin in oral language.
- Model oral language. Model writing. Model reading.

pdf
CLICK TO DOWNLOAD

Cognitive Development focuses on children's natural curiosity and ability to

acquire, organize, and use information. No, wait, that sounds like Approaches to Learning. Just kidding, because of course the point to continue to make is that learning takes place across the domains.

Here we have what people tend to think of as the core subjects. This is not the first domain, and it is no more important than the other domains. In fact, one way of looking at this domain is that it is the logical outgrowth of the other domains. Another way of saying that is that this is the **content** that teachers plan for in the **context** of what is going on in all the other domains.

OUR
stories
CLICK HERE TO READ

Domain Key Points

1. Preschool children are developing the cognitive framework that will allow them to develop increasingly sophisticated concepts.
2. They begin to understand that their actions have an effect on their environment and are able to think about things that are not present.
3. They begin to understand simple mathematical and scientific concepts by noticing, wondering, and exploring.
4. Preschool children begin to demonstrate good problem-solving skills and also begin to express themselves creatively using a variety of media.

Subdomain: Mathematical Thinking and Expression

An early knowledge of mathematical concepts forms the basis for later learning, not just in mathematics but in other domains as well.

Consider the name of this subdomain. Math content is often limited to numeracy – counting. And, in fact, the first widely held expectation is about experimenting with numbers and counting. But how we think and construct mathematical concepts and our ability to express our thoughts is much more fundamental and much more important.
In the preschool years, *children begin to...*

- Experiment with and use numbers and counting in their play.
- Recognize and describe common shapes.
- Understand and use words that identify different positions in space (e.g., in, out, under, over).
- Recognize and duplicate simple patterns within their environment using manipulatives, art materials, body movements, etc.
- Sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall, etc.).
- Describe or demonstrate a sequence of events.
- Understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight, height, same, more, less).
- Participate in activities that involve nonstandard measurement.
- Understand the passage of time within their daily lives (daily routines and the order of events).
- Use a variety of strategies to solve problems.
- Make and check predictions through observations and experimentation.

There is research indicating that facility with mathematical thinking and expression is a better predictor of future school success than early literacy. This makes a certain amount of intuitive sense, because mathematical thinking, which could also be called algebraic thinking, includes such concepts as sorting, classifying, and making patterns. Everything we ever learn fits into a pattern existing in our brains; if it doesn't fit with some pattern that is already there, it doesn't "stick." So this ability to see patterns, establish patterns, and express our thinking is crucial.

How do Early Educators make this happen?
   Strategy: Provide large amounts of uninterrupted time for active exploration.

CLICK FOR MORE strategies

How do families make this happen?
   Strategy: Ask your child to sort and count groceries or the laundry, help set the table, and predict the number of cups of water it will take to fill a pitcher

Subdomain: Scientific Thinking and Invention

Scientific thinking and invention refers to the ways in which children use the process of inquiry and thinking to form ideas about the way things are.

In the preschool years, ***children begin to...***

- Expand knowledge of their environment through play.
- Demonstrate awareness of and respect for their bodies.
- Demonstrate an awareness of seasonal changes and weather conditions.
- Identify, discriminate, and make comparisons among objects by observing physical characteristics.
- Use one or more of the senses to observe and learn about their environment.
- Observe and care for living things (e.g., classroom pets and plants).
- Demonstrate an awareness of ideas and language related to time (e.g., day and night, yesterday, today, tomorrow).
- Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).
- Ask questions and seek answers about their environment through active engagement with materials.
- Use simple tools for investigation of the classroom and the world.
- Manipulate their environment to produce desired effects and invented solutions to problems (e.g., deciding to attach a piece of string to the light switch so they can independently turn off the lights).
- Represent and demonstrate an understanding of discoveries (drawing, graphing, communicating, etc.).
- Make estimates based on experiences with objects (e.g., "Will this block fit in the same hole?").
- Engage in representational thought (e.g., thinking about things that are not present).
- Understand the uses and roles of various forms of technology.
- Share responsibility by participating in the care of their environment (e.g., chores and recycling).

> **RESEARCH**
> **says...**
>
> Comprehension might outpace expression by a factor of as much as 100:1
>
> SANTROCK

You might be surprised to see how many widely held expectations there are in this subdomain. These widely held expectations are mostly about process – learning through play, asking questions and seeking answers, using simple tools, making estimations, as well as demonstrating and representing understanding. Again, if you look at the name of the subdomain, it is – like Mathematical Thinking and Expression – more about process than content.

How do Early Educators make this happen?
  Strategy: Expose children to the scientific method of inquiry: observing, questioning, predicting, experimenting, and representing results.

How do families make this happen?
  Strategy: Foster your child's ability to ask questions, form ideas, and speculate about what might happen "if…".

Subdomain: Social Connections

Social connections refers to the ability to recognize another's perspective and respond appropriately.

This subdomain includes social studies. There is a widely held expectation about community helpers, and there are several about learning and understanding different cultures. But this subdomain is really about CONNECTIONS.

In the preschool years, ***children begin to...***

- Identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).
- Understand relationships, roles, and rules within their own families, homes, and classroom.
- Participate as a member of the group in a democratic classroom community.
- Observe and talk about changes in themselves and their families over time.
- Make sense of their physical, biological, and social worlds by asking questions and engaging in pretend play.
- Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.
- Identify characteristics of the places where they live and play and the relationships of those places to one another.
- Recognize and identify the roles of community helpers.
- Participate in activities to help others in the community.
- Explore, think about, inquire, and learn about the people in their classroom and community.

Many of our pre-kindergarten children are in group settings for the first time. They MAY be making their first connection to nurturing adults, and we certainly want them to be making a connection to school as a positive thing in their lives. So it is mainly about the connections children are making, and there is a great deal of crossover between this subdomain and the domain of Emotional and Social Development.

How do Early Educators make this happen?

  Strategy: Equip a dramatic play area with a variety of props reflecting different aspects of families, communities, and cultures to encourage a true understanding of others.

How do families make this happen?

Strategy: Involve your family in school and community service projects.

Subdomain: Creative Expression

Creative expression encompasses self-expression, originality, risk-taking, divergent thinking, and appreciation of cultural diversity.

In the preschool years, **children begin to...**

- Participate in art, music, drama, movement, dance, and other creative experiences.
- Use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation.
- Plan and create their own drawings, paintings, and models using various art materials.
- Experience and use learning in all curricular areas, including creative arts, to reinforce learning in other curricular areas (e.g., tying an art or music project into a language development experience).
- Share experiences, ideas, and thoughts about artistic creations.
- Express interest in and show respect for the creative work of others.
- Show creativity and imagination in using materials and in assuming different roles in pretend play situations.
- Develop awareness of different musical instruments, rhythms, and tonal patterns.
- Imitate and recall tonal patterns, songs, rhythms, and rhymes.
- Respond through movement and dance to various patterns of beat and rhythm.

In Approaches to Learning we learn that we all have innate imagination, creativity, invention, and aesthetic sensibility. However, we encourage and enable children to use those qualities through familiarity with different modes of creative expression.

We've talked many times about the importance of modeling. Here, too, teachers have an opportunity to model creative expression if they can let go of their own inhibitions and delight in child-like freedom of creative expression. This includes singing, moving, dancing, and – yes – even painting at the easel in a way that conveys the joy of and freedom to express oneself without setting a rigid example for children to follow.

How do Early Educators make this happen?

CLICK FOR MORE
strategies

Strategy: Give children opportunities to respond through music, movement, dance, dramatic play, and art.

How do families make this happen?

Strategy: Encourage your children to talk about what they create and take time to listen to their thoughts.

MAKING THE
connection

Below are examples of widely held expectations from **Cognitive Development**. Following those are examples of how other resources align with these specific widely held expectations.

The first examples are of "**vertical alignment**" with *NC Infant-Toddler Foundations* and the NC Kindergarten Standard Course of Study. Then there are examples of "**horizontal alignment**" with other program standards, competencies, a teacher evaluation instrument, and two examples of early childhood curricula.

Foundations Widely Held Expectations (Mathematical Thinking and Expression *and* Scientific Thinking and Invention):

"Children begin to use a variety of strategies to solve problems."
"Children begin to expand knowledge of their environment through play."
"Children begin to ask questions and seek answers about their environment through active engagement with materials."

Vertical Alignment

Infant-Toddler Foundations Guidelines (Sensory Exploration and Discovery *and* Problem Solving)

"Infants may begin to explore objects with mouth and hands."
"Young toddlers may begin to use trial and error to make things happen."
"Older toddlers may begin to think about more than one way to solve a problem and choose one."

NC Kindergarten Standard Course of Study:

Mathematics 1.03: "Solve problems and share solutions to problems in small groups."
Mathematics 4.01: "Collect and organize data as a group activity."
Science 3.03: "Describe how objects look, feel, smell, taste, and sound using their own senses."

Horizontal Alignment

Standards for Birth-Kindergarten Teacher Candidates (State Board of Education):

"Articulate and apply theory and research to practice (e.g., articulate how children are learning what they need through play).
"Use play and active learning processes as a foundation for ALL young children's learning."

"Facilitates active and interactive play and understands that children are "on task" when engaged in play. For example, the teacher provides blocks of unstructured time for children to choose, explore, discover and develop concepts."
"Develops an environment designed for active learning which includes well equipped areas for cognitive development."

Head Start Child Outcomes Framework (Approaches to Learning Domain – Reasoning and Problem Solving):

"Develops increasing ability to find more than one solution to a question, task or problem."
"Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults."

National Association for the Education of Young Children (Early Childhood Program Standards):

Standard 2.G.03: "Children are provided varied opportunities and materials that encourage them to use the five senses to observe, explore, and experiment with scientific phenomena."
Standard 2.G.06: "Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena."

Early Childhood Environment Rating Scale, revised edition:

17. Using language to develop reasoning skills: "Children encouraged to talk through or explain their reasoning when solving problems."
34. Schedule: "A substantial portion of the day is used for play activities."

The Creative Curriculum® for Preschool, fourth edition:

Objective 23: "Approaches problems flexibly."
Objective 25: "Explores cause and effect."
Objective 35: "Takes on pretend roles and situations."

Educating Young Children (High/Scope), second edition:

Key Developmental Indicator, Approaches to Learning:
        * "Solving problems encountered in play"

activity
SEVEN

Here are three widely held expectations from *Foundations*, all from the subdomain Mathematical Thinking and Expression:

- Demonstrate the ability to remain engaged in an experience.
- Work toward completion of a task despite distractions or interruptions.
- Develop a sense of purpose and the ability to follow through.

Consider this scenario:

Parents have been complaining to a teacher that "our children aren't bringing home any school work." So the teacher gets out some of her OLD books of reproducible worksheets and makes copies of pages where children can count and circle the objects, draw lines to connect the matching objects, and trace over numbers to "practice writing their numbers." The teacher comments, "Well, that's really how they learn what they need to know to be ready for kindergarten."

Children need to learn *academically appropriate <u>content</u>* in a *developmentally appropriate <u>context</u>*!

In fact, research shows that younger children do NOT learn best from paper and pencil work, but from engaging play and active learning.

Exercise:

1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Mathematical Thinking and Expression.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

Click HERE to see some of the strategies that we chose.

NOTE: "Making the Connection – Cognitive Development" in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.

tools

for Cognitive Development

A Toolbox of Training Resources for Foundations
http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

Helping Your Child Learn Mathematics
http://www.ed.gov/parents/academic/help/math/index.html

Helping Your Child Learn Science
http://www.ed.gov/parents/academic/help/science/index.html

LEARNING points

- This domain is NOT more important than the other domains.

- This domain contains much of the *content* that teachers plan for in the *context* of what is going on in all of the other domains.

- The ability to see patterns, establish patterns, and express our mathematical thinking is crucial to later learning.

- Much of this domain (particularly Scientific Thinking and Invention) involves the process of learning through play, asking questions and seeking answers, using simple tools, making estimations, and demonstrating and representing understanding.

- Preschool is an opportunity to help children establish positive connections to school, teachers, and learning.

> *You cannot depend on your eyes when your imagination is out of focus.*
>
> **Mark Twain**

TEACHING tools

(A compendium of resources found throughout *Foundations* Online, plus a few extras.)

Child Care Resource and Referral – local agencies
http://ncchildcare.dhhs.state.nc.us/providers/pv_providercontacts.asp

Head Start and Early Head Start
http://www.acf.hhs.gov/programs/ohs/

Head Start State Collaboration Office
http://www.osr.nc.gov/HeadStart/index.asp

NAEYC Position Statement: Early Learning Standards Creating Conditions for Success
http://www.naeyc.org/files/naeyc/file/positions/position_statement.pdf

National Education Goals Panel 1999 Report: *Building a Nation of Learners*
http://govinfo.library.unt.edu/negp/reports/99rpt.pdf

NC B-K Teacher Licensure
http://www.osr.nc.gov/_pdf/TeacherEduc-B-KTeacherEdProgramStandards-Indicators.pdf

NC Department of Public Instruction
http://www.dpi.state.nc.us/

NC Division of Child Development
http://ncchildcare.dhhs.state.nc.us/providers/pv_providercontacts.asp

NC Early Educator Certification
http://www.ncchildcare.org/nc

NC Early Intervention and Early Childhood Libraries
http://www.ncei-eclibrary.org

NC Even Start Family Literacy
http://www.osr.nc.gov/EvenStart/index.asp

NC Exceptional Children Preschool
http://www.osr.nc.gov/PreschoolEC/indexNEW08.asp

NC Infant-Toddler Foundations
http://ncchildcare.dhhs.state.nc.us/providers/pv_infant_toddler_foundations_tableofcontents.asp

NC Office of Early Learning
http://www.osr.nc.gov

NC Outdoor Learning Environment Alliance
http://www.osr.nc.gov/OLE/OLEhome.asp

NC Ready Schools
http://www.ncreadyschools.org/

NC Smart Start
http://www.ncsmartstart.org/

NC Standard Course of Study
http://www.dpi.state.nc.us/publications/details?id=96&p=1&orderBy=publication_name&

NC Title I Preschool
http://www.osr.nc.gov/Title1/indexNEW2009.asp

Pre-K Now
http://www.preknow.org/

A Toolbox of Training Resources for Foundations
http://www.fpg.unc.edu/~scpp/pdfs/DPI_toolbox_prototype.pdf

Teaching Resources for Inclusion

CONNECT Video on Inclusion
http://community.fpg.unc.edu:80/connect?nectac=

National Early Childhood Technical Assistance Center inclusion topics
http://www.nectac.org/inclusion/default.asp

New Jersey Inclusive Child Care Project
http://www.spannj.org/njiccp_resourceguide/

University of Northern Iowa College of Education Inclusion website
http://www.uni.edu/coe/inclusion/

Teaching Resources for Approaches to Learning

The Project Approach
http://www.projectapproach.org/index.php

Stimulating Your Child's Creativity
http://www.brainy-child.com/article/child-creativity.html

Curiosity, Pleasure and Play: a Neurodevelopmental Perspective
http://www.childtrauma.org/ctamaterials/Curiosity.asp

Creative Play Helps Children Grow
http://www.nncc.org/Curriculum/create.play.grow.html

Creativity and Play: Fostering Creativity
http://www.pbs.org/wholechild/parents/play.html

Teaching Resources for Emotional and Social Development

Center on the Social and Emotional Foundations for Early Learning
http://www.vanderbilt.edu/csefel/

What to Look for in a High-Quality, Inclusive, Preschool Prosocial Learning Environment
http://www.osr.nc.gov/_pdf/08_prosocial_sm.pdf

Teaching Resources for Health and Physical Development

NC Outdoor Learning Environment Alliance
http://www.osr.nc.gov/OLE/OLEhome.asp

NC Be Active Kids
http://www.beactivekids.org/

NC Child Care Health and Safety Resource Center
http://www.healthychildcarenc.org/

NC Public Health Nutrition Services
http://www.nutritionnc.com/

Resources for Educational Facilities on Outdoor Learning Environments
http://www.edfacilities.org/rl/outdoor.cfm

Children and Nature Network Research Summary
http://www.osr.nc.gov/_pdf/WhattheResearchShowsOLE.pdf

Tour a Nature Explore Classroom
http://www.arborday.org/shopping/sourcebook/tour-redirect.cfm

Teaching Resources for Language Development and Communication

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Helping Your Child Learn Science
http://www.ed.gov/parents/academic/help/science/index.html

activity
EIGHT

DIRECTIONS for completing this activity and obtaining a certificate:

1. Go to your email account and open an email. Address it to:
   oel.foundations@ncpublicschools.gov
   (OR you can just Ctrl + Click on the email address above and it will open an email.)

2. In the SUBJECT line type YOUR NAME AS YOU WANT IT TO APPEAR on your Certificate of Completion.

3. In the body of the email, answer questions 1-10 for the Concluding Activity below.
   Example:
   Here are my Activity 8 answers:
   1. g.
   2. h
   3. f
   Etc.

4. In the body of the email, answer the questions in the Foundations Online User Survey.
   Example:
   Here are my Survey answers:
   A. teacher
   B. child care center
   C. New Hanover
   Etc.

5. When you have completed the Completion Activity and User Survey, press SEND. You should receive your certificate of completion within two weeks.

Foundations Online Completion Activity

1. What are early learning standards?
   a. requirements of the state
   b. a curriculum
   c. tools for evaluating the quality of an early learning program
   d. guidelines for what preschool-age children should be able to know and do

2. What is the title of North Carolina's early learning standards?
   a. child care facility regulations

b. a rating scale
c. *Foundations*
d. early learning years curriculum

3. On what are the guiding principles of *Foundations* based?
   a. How boys and girls learn differently
   b. Why play is important in early childhood education
   c. NAEYC developmentally appropriate practice
   d. How our brains develop
   e. All of the above

4. What children in the preschool years should be able to know and do are called Widely Held Expectations (WHEs). *Foundations'* WHEs are appropriate for use with children who are in:
   a. first grade
   b. infant and toddler program
   c. high school
   d. preschool

5. The five domains of development are:

   1.
   2.
   3.
   4.
   5.

6. Each domain includes multiple areas of child development or subdomains. For example, the Cognitive Development domain has four subdomains including *Mathematical Thinking and Expression.* Open the *Foundations* document and go to the section titled Cognitive Development and read the short story *Creativity: Inspiration Takes Wing*. What are the four subdomains the children uncovered?
   1.
   2.
   3.
   4.

7. What three words introduce each set of widely held expectations?
   a. Families need to...
   b. Children begin to...
   c. Teachers should have...
   d. Directors have to...

8. *Foundations* includes strategies or approaches that you can use to help children uncover the Widely Held Expectations. Find the domain called *Health and Physical Development*. Next find the <u>subdomain</u>, *Motor Skills*. Write below three (3) strategies that you already use in your classroom (see *Strategies for Early Educators*) or can discuss with families to use at home (see *Strategies for Families*).

1.
2.
3.

9. In the Introduction section of *Foundations* find the chart called **Using the Widely Held Expectations**. *Foundations* should be used to...
   a. promote development of whole child
   b. promote shared responsibility for children's early care and education
   c. serve as an assessment checklist or evaluation tool
   d. all of the above
   e. a & b

10. *Foundations,* North Carolina's early learning standards:
    a. tells you everything about what a child needs to know to enter kindergarten
    b. helps you assess if a child is ready for kindergarten
    c. includes abilities and characteristics that pave the way for children to be successful in school and later in life
    d. is North Carolina's curriculum for pre-kindergarten

Foundations Online User Survey

A. What is your current job? Please answer ALL that apply:
- family child care home provider
- teacher
- teacher assistant
- program administrator
- technical assistance specialist
- professional development coordinator or specialist
- faculty member
- private consultant
- DCD regulatory consultant
- early interventionist
- researcher
- funder
- other (please specify)

B. In what setting(s) do you work? Please answer ALL that apply:
- home
- child care center
- public school
- Head Start
- nonprofit agency/program
- for profit agency/program
- community college

- college/university
- public agency
- foundation
- other (please specify)

C. In what county or counties do you work?

D. How did you learn about *Foundations Online*?
- colleague
- DCD regulatory consultant
- college/university professor
- workshop
- OSR website
- CCR&R staff
- Smart Start staff
- other (please specify)

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